DOCUMENT RESUME

ED 072 378 CG 007 757

TITLE	When Children Move From School to School.
INSTITUTION	Association for Childhood Education International, Washington, D.C.
PUB DATE	72
NOTE	49p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bulletins; Child Development; *Child Psychology; Children; *Family Mobility; *Migrant Children; Parent Responsibility; School Responsibility; Social Psychology; *Student Mobility; Student Problems; Teacher Responsibility; Transfers; *Transient Children

ABSTRACT

This bulletin examines the impact upon children of the increase in the general population's mobility. Particularly since World War II, as our industrial society has become more highly organized and as transportation facilities have increased, there has been a tremendous increase in the number of families moving from one place to another. How these moves from known neighborhoods, schools, and communities are made and to what extent the children are taken into consideration in planning often make a great difference in the psychosocial development of the child. Long- and short-range planning for such a move is discussed in light of the child's own self-understanding and, more specifically, what parents, teachers, and children can do to make the change of school and community less difficult. Other sections of the bulletin include helping migrant children learn while they continue to move, integrating the new child into the classroom, and a reading list that includes books related to a wide range of experiences met by children in new school situations. (Author/SES)

WHEN CHILDREN MOVE

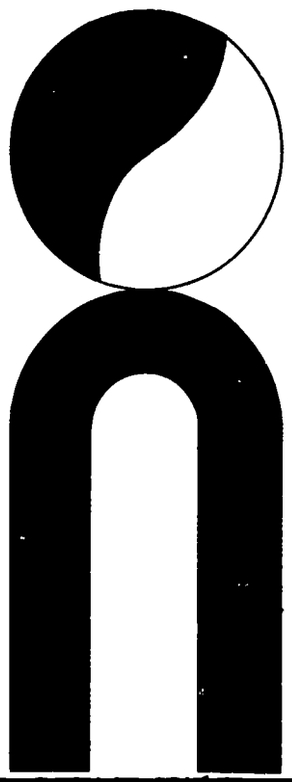
FROM SCHOOL TO SCHOOL

$1:50

Association for Childhood Education International

WHEN CHILDREN MOVE FROM SCHOOL TO SCHOOL

1972 Edition,
included in 1971-72
Annual Bulletin Order



Contents

Editor of 1960 Edition: Margaret Rasmussen. Original Bulletin Planning Committee (with positions then held): Dorothy Brethower, Public Schools, Montgomery County, Md.; Edwina Deans, Public Schools, Arlington County, Va.; Ruth Guc, Public Schools, Montgomery County, Md.; Constance Carr McCutcheon, Eagle Grove, Iowa; Patsy Montague, State Department of Public Instruction, Raleigh. N.C.; Vera Petersen, Portland State College, Oregon; Helen Cowan Wood, Public Schools, Los Angeles County, Calif.

Editor of Revised Edition: Monroe D. Cohen

Library of Congress Catalog Card Number 72-83410. Price $1.50.
Designed by: Stansbury Design.

By **A. D. BUCHMUELLER**

Foreword

MUCH HAS BEEN WRITTEN OF THE "CHANGING TIMES" IN WHICH WE live—resulting from technological advances, scientific discoveries and inventions, and change in mode of living. One of the most important changes has been the increase in mobility of population. It has been stated that we are a "nation on the move."

From the early days of the first colonies, through the period of the "opening of the West," Americans have been on the move, seeking new opportunities, new frontiers. However, in recent years—particularly since World War II—as our industrial society has become more highly organized and as transportation facilities have increased, we have witnessed a tremendous increase in the number of families moving from one place to another.

Among the reasons why families move, two major ones stand out. First, there is the age-old desire to better oneself. It may be that the father seeks a better job with a higher salary, perhaps a larger home, a better neighborhood in which the children can grow up. It is a personal choice. Secondly, there are increasing numbers of families who move because of some change in a parent's occupation. It is known that this increasing mobility includes people from all walks of life—from the highest socio-economic levels to the lowest, from the executive and the professional person to the skilled and the unskilled laborer.

Of tremendous concern is the fact that millions of children are annually uprooted from *known* neighborhoods, schools and communities to *unknown* ones. *How* these moves are made and to *what extent* the children are taken into consideration in planning often make a great difference in the way they will adjust or fail to adjust. We need to know a good deal more (from adequate social science and psychological research) about what this means to children, its effect on their psychosocial development. We *do* know from inquiry and observation that a large percentage of our child population are changing homes, schools and neighborhoods; that for many of these children adjustments are difficult and changes add greatly to "normal problems" of personal and social growth and development.

Parents, teachers and others who have a responsibility in assisting children in the process of growing and developing as healthy, mature individuals owe a debt of gratitude to the Association for Childhood Education International and to the authors of this bulletin—a helpful contribution to a greater recognition of and attack on the problems involved.

By **BESS B. LANE**

On the Move

Changing Schools—the Problem

APPROXIMATELY ONE OUT OF EVERY FIVE PERSONS IN THE UNITED STATES, some 40,000,000 of us, will be moving to other quarters during the coming year. Some of us will move just around the corner or down the street, some to the next county, others to bordering states, still others across many states. Nearly 6,000,000 children, aged five to thirteen, will be involved in this migration. There seems no end in sight to this coming and going.

Who are the children affected? They are children of farm managers, migratory farm laborers and military personnel. They are children of teachers, lawyers, doctors, ministers, merchants, plumbers and plasterers. They are, in fact, the children of all — rich and poor, black and white, skilled and unskilled. America is on the move.

A large percentage of these children will have to change schools, some for the first time, others for the fifth, tenth or even fifteenth time. Still others will move away and return at a later date. Some of these children will make a fairly easy adjustment to their new schools. Others will make the adjustment to change with considerable difficulty; still others for various reasons will be greatly hurt, temporarily or even permanently. Parents and teachers all across our country are asking for ways to make the change of schools less formidable, less demanding, and all in all more rewarding.

In an attempt to see the problem through the eyes of children, teachers and parents, a number of each were consulted, all of whom had had experience with the problem of changing schools. However, it should be made clear that this was not a "study." The talks were informal and at times almost incidental. Nevertheless, what came out of them is highly revealing and significant.

Children Express Themselves

Children were consulted both individually and in groups. They were asked how they felt about moving and about going to a new school. (The children's comments and ours were expressed in past, present and future tenses, but as a matter of convenience we are reporting what was said chiefly in the present tense.)

There were a few children who expressed apathy or indifference. "Oh, all schools are alike." There were a few who expressed pleasure or satisfaction in moving as indicated by such comments as these: "I like adventuring." "David hits me and takes my things. I'll be glad to get away from him." "Mother doesn't like this town." "They have shop in Kendell school and I'm good at shop." "In Batestown I'll have only two blocks to walk to school." "Maybe the teacher in Roosevelt School won't have red hair." "Nothing could be worse than this dopey school."

But the majority of children approached revealed concerns, worries, fears or resentments. The following comments made by the children are typical and tell their own story:

"I worry about my work. I'm afraid I can't do it."
"I'm scared. If only it wasn't for arithmetic."
"I know I'll be left back."
"I don't know what *she* will want me to do."
"I'm afraid of what the teacher will say because I'm new."
"I don't want everyone eyeing me when I go in."
"I don't know where the toilet is and probably the boys won't tell me."
"I'll probably get lost in that big building."
"I wish my father had to go to school and then maybe we wouldn't have to move."
"I'm afraid I'll smell like a dog. Dad says I do."
"Maybe no one will like me. I'm not very pretty."
"I won't even know anybody's name."
"Maybe the kids will bump me off at recess."
"I probably won't get into one of the gangs."
"I'm afraid my clothes won't be right."
"When I was new in my last school I thought the walls were coming in on me."

Worries about the future were mixed with regrets about leaving: "I wish Sally could go with us." "I hate to leave our Bicycle Club (or Cook 'n' Eat Club or Friday Fun Club)." "I like my room in my house and don't want any other one." "I wouldn't change Old Lady Lewis for any teacher."

Some children expressed many concerns or worries; others only one or two. The concerns most frequently expressed by the children had to do with fear of failure in school work, fear of failure to make friends, and fear of being different. These top concerns of our children can give parents and teachers innumerable leads in the education of children, particularly in their preparation for change of schools.

Parents Express Themselves

We talked with a number of fathers and mothers, all of whom either were about to move or had moved one or more times in the past with their own children or as children with their parents. We asked what if

any were the advantages of change either to their own children or to themselves as children; what the disadvantages or difficulties were; what the lasting effects might be; and what suggestions or recommendations they could give to other parents who contemplated change.

In the majority of cases parents saw little or no advantage in change. Most felt that it was not good for children to be uprooted and transplanted during their elementary years. All were uncertain as to the lasting effects. To some it seemed to be "just one of those things" and little or nothing could be done about it. Others felt that much could be done and expressed concern that they (and their parents) hadn't done more. Many made specific suggestions as to what might be done to prevent some of the trouble.

One father said in effect:

> We have got to stop expecting so much of children. I think a change of schools for a child is like a change of jobs for me—only more difficult. An adult has had years of experience in adjusting to major changes. He can use his past to help him predict what may happen and to help him prepare for it. But a child has a short past, with fewer experiences. He has to fall back on his feelings, undisciplined and unreliable as they are, and on his wits, untrained and unpredictable. It is my opinion that many children, with only their ingenuity to guide them, have been called upon to make adjustments far beyond their years.

One of the mothers with somewhat the same idea said:

> Let me give you my hindsight. I see now what I didn't see in advance. When Kate changed schools she must have felt abandoned in an unknown world. The new school was huge compared to the one she left. She didn't know a soul. The kids in the class were different in nationality and social background from the ones back home. And oh, brother, was the place different in methods, textbooks, program, discipline, expectations! I say it's cruel to give a ten-year-old a job like that with no look ahead and no follow up.

Other parents felt that they were so absorbed in feeling sorry for themselves that they probably made the going much harder for their children. Typical remarks were: "We had to move from the country to the city and we hated everything about it." "We expected to suffocate in a five-room apartment after an eight-room house and a big yard." "How could I leave all my people and not be upset and upset the whole family." These self-critical parents agreed that they were the ones who needed help rather than, or in addition to, their children.

One mother said (and others expressed the same idea in other ways): "Because we moved about so much when I was a child my education was snippity and I think I suffered from its polka-dot pattern during all my high school years and perhaps even now." Another, with the same

feeling, said: "We moved four times during my elementary years. I saw no pattern, no plan to my education. I think I was *always* bewildered." This group, as did the teachers, regretted the lack of continuity when a child goes from one school to another.

Teachers Express Themselves

The teachers whom we consulted all felt that the problem of changing schools was serious and had in the past been much neglected by both homes and schools. They felt that this was due sometimes to lack of understanding and sometimes to lack of facilities. Almost every teacher mentioned the difficulties under which teachers work in overcrowded classrooms and the impossibility of giving needed help to newcomers.

One of the first concerns of the teachers had to do with the difficulty of getting reports on the child from the last school attended. They felt that much time was wasted by both teacher and child in an effort to discover what he had done, how he had done it, and what he should do next.

Another concern of the teachers (also a concern of many parents) was the wide difference in schools. One teacher said: "I suppose it is good for education to permit each school system and each individual school in a system to develop in its own way. But let me say it is tough on the children and, I may add, tough on the teachers." With the same point in mind, one young man new to teaching said: "It's as though Chevrolet started a car, two years later Ford added a bit to it and some time later it was passed along to Rolls-Royce to get it ready for the long pull."

It seemed to many teachers that "the children themselves sit down on the job of finding out what they must do and then doing it." When asked why this was true, opinions differed: "They lack confidence in themselves." "They are too scared to try." "They either lack interest or don't know how to work on their own." "They seem to have no idea what ground they have covered, what they know and what they don't know." "Rejected by the group as they usually are, they can't put their minds on their work." These comments and many similar ones were helpful in pointing up the problem and suggesting helpful approaches to its solution.

A number of administrators and others expressed regret that so few studies have been made of the problem of changing schools. They felt that the time is overdue for research scientists and others to point out the problem, to study it, and to prepare literature for the guidance of parents and teachers.

Planning

In considering the topic, *When Children Move from School to School*, it was hard to limit it to an encompassable area, since it seemed to include all of education and the "whole" child. But out of our own experience with the problem and from our conversations with children, parents and teachers, certain special characteristics of the problem emerged and pointed up quite clearly certain essentials for meeting it.

These essentials call for both long-range planning and short-range planning. The former includes that part of an over-all educational program which has to do with self-knowledge, self-respect and self-direction. The latter is more specific, more concrete, more personal. It includes those things that parents, teachers and children *can do* to make the imminent change of school and community less difficult, more rewarding.

LONG-RANGE PLANNING

Working Toward Self-Understanding

Lack of self-understanding seemed to be one of the main causes of difficulty in adjusting to a new school. It is true that if a child or an adult is to cope well with his problems, whatever they may be, he must be acquainted with his resources both within and without. He must be able to assemble them for use and to use them wisely and well. He must also be aware of his weaknesses and know how to work to overcome them. On entering a new school, these known factors will serve him well in contending with the many unknown factors.

Conferences

Here and there homes and schools are becoming aware of this need for self-understanding even in elementary school children and increasingly are providing experiences for them that give them genuine insight into what they are like. Probably the best of these experiences, perhaps the only one that can provide for a child an over-all view of himself and his progress, is a series of teacher-child conferences with the parents present occasionally or parent-child conferences with the teacher present occasionally.

Difficult as it is in these times, some teachers are providing monthly or bimonthly conferences for each child in their classrooms. You may ask how teachers in today's schools can find time for such conferences. Some with overcrowded classrooms cannot. But many can. Some use parent aides to free them at times for conferences. Some use

the recess period, one conference each day. Some use the study period, the activity period, or a bit of time before or after school. And others, bless them, when they know the need is great, use Saturday mornings.

Any worker with children will find the time for the things he considers most important. The insightful teacher or parent knows that there are many children so confused about themselves and their work, their assets and their liabilities, that no self-understanding and therefore r self-direction can be fruitful without this personal help.

There is no pattern for these conferences. They may be held at any time and take one of many forms, depending on the child's age and needs and on the adult's way of working. One man, a father of four, reports that his conferences with his children seem in general to be more meaningful to each child if the conferences are informal and if, to the degree that he is able, the child himself takes the initiative in planning his conference with his father.

One of the teachers who finds her conferences with the children essential to her work uses an outline to guide both her and the child in planning their conference. (The words in parentheses are the teacher's comments. Note that discussion is not confined to school topics.)

What have been my greatest interests this month? (Interests may include such things as science, baseball, new clothes, cooking, map-making.)
How have I used my special knowledge, special experiences, special talents, or other special resources? (Uses may include singing in the choir, knitting a cap, helping paint a mural, bringing rock collection to school.)
Where have I made the greatest progress? (Progress may include being on time, doing more good reading, getting along better with Dad.)
In what ways (if any) have I done less well? (Backslidings may include piano practice, responsibility for bulletin board, spelling homework.)
Where do I need help? (This help may be in any area. We try not to compartmentalize a child's development. His problem may be a home problem, a school problem or a community problem. It may be academic, emotional, social or physical. If the school can't provide the needed help, the child and I turn to someone who can.)

To preserve the core of these conferences for future reference both teacher and child keep notebooks. The child may call his, *From June to June* or, *The Story of My Life* or merely, *John Jones*, 19—19—. These notebooks are brought to every conference. Each month earlier suggestions for bettering the child's understanding of himself or for furthering his progress are checked. New suggestions and plans are added.

This new awareness each month of his success, his potentialities, his responsibilities gives a child a new set of directions, a new "uplift" as one teacher called it, a new self-concept. It tends to give him a feeling as the years go by that for him things are under control. (While these conferences serve many purposes, those that contribute to a child's self-understanding are being emphasized here.)

Group Discussion

Individual conferences—teacher-child or parent-child—can go a long way toward helping a child to know himself; but the group conference, class or family, must be added so that he may know others and himself in relation to others. This is true whatever the topic—allowances, menus, handwriting, vacations—but particularly true if discussion deals with personal behavior.

For instance, if a child in a classroom or in a family complains that someone is unfair, the subject of fairness or unfairness may be discussed by the group. If it is embarrassing to the child, no reference need be made during the discussion to the child's particular problem. His problem may be left for later consideration by the child and the teacher or the child and the parent.

The discussion of the group may center around such questions as, "What is fairness?" "Why do people differ about what is fair and unfair?" Examples of fairness and unfairness can be given by children and adult, each followed by the question, "What would you do if . . .?" The same kind of discussion may at appropriate times be centered around other types of behavior—friendliness and unfriendliness, cooperation and competition, kindness and unkindness.

Out of these various discussions of ways of behaving, a child may reach an awareness that behavior isn't something like red hair or brown eyes that he inherits from Grandpa. He may eventually begin to understand, as some grownups do not, that saying resignedly, "I'm like that," is silly. In due time it may dawn on him that his behavior like arithmetic is something that he has learned and that like arithmetic it can be unlearned, if badly learned, and relearned. Then too, out of these concrete, down-to-earth discussions, the child may begin vaguely to see why people, he and others, behave as they do. He may learn that the children (and adults too) who are friendly are likely to be those who feel good about themselves; that the children who are prejudiced, those who feel that they can lift themselves up by pushing others down, may themselves need a boost; that the children who are themselves unafraid don't have to try to make others afraid. This kind of insight may be comforting to a child as he enters a new school.

Tests

Tests of all kinds—achievement, diagnostic, personality, intelligence, aptitude—give teachers and parents knowledge about children and insights into what they are like. Tests can be used to great advantage in helping children to know themselves, but they are tricky and must be

used with caution. When used as a guide for the teacher, parent or child, well and good. But when used as a means of ranking a child (making him feel "superior" or "ashamed of himself") or as a threat of "not passing"—they can be devastating.

A Program of Exploration

To observe, to explore, to experiment, to try something else, to follow through—all are important to a child if he is to find his interests and his talents. It has been said that only in kindergarten and in graduate school is the learner free to go exploring. At one time that may have been true but now, more and more, freedom of exploration has been extended to the in-betweens. A variety in the home's program and in the school's program will go far toward helping a child to know himself. By variety we mean experiences with many kinds of music, science, literature, manual and fine arts, nature, recreation and many other things. Without experiences with *freedom to explore* and *freedom to choose,* boys and girls often reach the high school age or even adulthood without an awareness of any special interest or prized talent.

This lack of awareness of one's assets is wasteful on many scores. But this lack is particularly unfortunate in preparation for change of schools. Acceptance of a new person by any group depends partially on his ability to "prove" himself. This is done through consciously using his interests, his abilities, his talents to advantage. A newcomer's awareness of what he likes and what he can do may prove of great help to him in making an easy adjustment to his new class.

Building and Preserving Self-Respect

Self-respect, like self-understanding, contributes to an easy adjustment to a new school. In fact, the two are closely related. As a child begins to understand himself and sees himself as an interesting, developing human being, such understanding tends to develop self-respect. The two must develop simultaneously. Neither can thrive and bring about the kind of development we hope for without the other.

It is not easy to preserve in the school-age child that faith in himself which the preschool child usually has. Even when things are "normal" for the school-age child, his burdens are heavy. He must contend with many new and demanding situations: new teachers, sometimes new parents, new neighbors, new classmates, new home jobs, new school jobs, new doctors, new dentists, new and conflicting ideas, new expectations. These are quite frequently enough to make him lose con-

fidence in his ability to cope with his world. And then if major changes occur, such as a change of schools, he may find things becoming unmanageable for him.

Ways of Building Up the Self in Children

All good teaching, whether in home or school, builds up self-respect in the child. Certain kinds of self-respect are particularly helpful The teacher-child conference discussed earlier not only makes for self-understanding but self-confidence as well. Practicing democracy in home and school is another means of developing self-confidence. Such practice gives the child the feeling that *he* counts, that he is important, that without *him* things might go differently and maybe not so well.

The practice of taking a child's questions seriously and with him trying to find answers adds to his self-respect. The practice of accepting his interests as worthy helps a child to think well of himself, whether those interests be in "shack" building, stamp collecting, story writing or worm raising.

The practice of listening attentively to a child's complaints and of considering with him his problems and how to solve them is for him a satisfying experience. The adult may think the complaint trivial—"Teacher is unfair," "Dad is mean," "Sis is too bossy." But to a child there is nothing trivial about them and a run-along-and-play is a blow to his intelligence or, worse, his pride. A let's-see-what-can-be-done-about-it (now or later) is an acknowledgment of the importance of his case and a boost to his feeling of acceptability.

The practice of launching family or class celebrations in honor of special successes of its members adds to group morale and to personal good feelings. For instance, when Mother got her first article accepted by the *Town Chronicle*, the Dodd family pooled their resources and bought her a leather-bound scrapbook for her articles. When Miss Kehoe, the fourth-grade teacher, wore her new diamond ring for the first time, the children in her group circled 'round and sang, "Happy Family to You." After Fred hit his first home run, the family celebrated by going to a Big League ball game. After Larry had painted a wonderful set of scenes for their Robin Hood play, the whole class took a trip to the John Barrymore Theatre to see some "real scenery."

These spur-of-the-moment family or class celebrations in honor of some outstanding success of one of its members are quite different from bribes or awards. The latter are fixed and preplanned. The former are flexible and spontaneous. The awards or bribes are the artificial motivation for effort. The celebrations are the expression of joy in accomplishment.

The ungraded, continuous progress plan, in operation in a number of elementary schools, may contribute greatly to a child's self-respect. The child, relieved from fear of failure or fear that his neighbor will do better than he, can give his full attention to using all his resources to further his own progress. As he compares himself with himself and notes progress, he is gaining faith in himself.

Helping a child to recognize his life problems whether in home or school and furnishing him with techniques for attacking them intelligently are contributions to his feelings of adequacy. Even young children gain facility in solving their life problems through familiarity with pertinent techniques. This is illustrated by a monologue of an eight-year-old, recently overheard: "I've been late three times lately. Teacher says it's *my* problem. Well—I don't get up when I'm called. And I dawdle over breakfast. I could get up when called. Or not dawdle. Guess I'll take Pop's alarm clock and get up earlier. See if that works."

There it is: problem stated, cause of difficulty noted, possible solutions listed, choice made, results to be evaluated. (In college this will be called the scientific method.)

As the children in the modern school grow older, the techniques they use for problem solving are formalized a bit but are not too different from those used by the younger children. Those who are interested will find it an exciting experience to visit an up-to-date school and observe problem solving on every grade level in many different areas of learning. For instance, the younger children may be working on the problem of milk spilling or lip moving when reading silently. Those older may be involved in solving the problems of writing and producing plays, running a school store, getting accurate information about the building of a stockade and building one to scale in the classroom.

In this connection a fifth-grader's report of problem solving in his class is of interest: "We have $3.27 dues and want to spend it. After a lot of yelling we decided to buy a class animal. And after more yelling we decided it would be either a rabbit or a canary. Then everybody got mad and we asked Mrs. Bovard to help us. *She did.* She made us begin all over again. She made us make an outline of steps to be taken in good thinking. It was funny. Just like unraveling a knotted string. We're going to get a rabbit."

Children who have training such as these children are having learn to face their problems with confidence and skill. It is reasonable to think that children who have had such experience over the years will face the problem of change of community and school with self-direction and self-assurance.

Things That Tend To Detract from Self-Respect

In schools even on the elementary level, the strong emphasis on the academic may be one of the great barriers to self-respect in many of our children. Too often in schools and homes, subject matter is so stressed that the children whose interests and talents are in other fields—dramatics, art, music, human relations—tend to lose faith in themselves and think of themselves as less good, less important, less special than the reading-writing-arithmetic children.

As these children think, so they are, with the result that large numbers of our children have locked up within them a limitless treasure of originality and initiative. These talents are kept hidden because their owners have lost respect for them and for themselves. While these children manage to keep going, they are nonetheless leading meager lives that in reality might be full and satisfying.

This over-emphasis on the academic is often accompanied by over-emphasis on competition and marks. In earlier times (and not unknown today) it was thought that the more competition was stressed, the harder all children would try to be on top. We now know that, while that may be true of some, the majority may work less well, as they haven't a chance of winning. It has been found that in elementary schools where competition is kept at a minimum and interest and meaningfulness at a maximum, academic standards can be kept as high and the self-concept of each child higher. Under those conditions, is it good in our time to use as a motive one-*above*-another, instead of one-*for*-another?

When an educator says, "Ours is a competitive society and we must prepare children for a competitive world," applause is likely to be loud and long. But why? Calling our society a competitive society is a half-truth, and half-truths are dangerous. We have only to look about us to see the direction in which our society is moving—international cooperation; labor-management cooperation; home-school cooperation; colleges cooperating with industry, psychiatrists with religionists, biologists and biochemists with physicists. Our society is one of the most cooperative that the world has ever known and if we are to go forward in the direction of one-for-another, schools and homes must point the way.

There are many reasons given for the amount of delinquency among our youth today. "One wonders," said a prominent clergyman recently, "how much the atmosphere of competition that prevails in our schools and homes has to do with these boys and girls going into something where they can be tops—uselessness and destructiveness."

Marks, the "measurement" of competition, tend to have a damaging effect on the self-concept of all elementary school children. The "upper third" (as measured by marks) think of themselves as superior to other children even though they may be inferior in originality, initiative, logical thinking, human relations. The other children, too, and often teachers and parents think of this "upper" group as superior.

And how about the other children? The "middle third," in spite of their many superior gifts and qualities, tend to think of themselves as mediocre. The "lowest third" think of themselves as failures or near-failures. If the feelings of mediocrity or worthlessness derived from poor marks made for better learning, they might perhaps be accepted as a necessary evil; but now research tells us that such feelings hinder rather than help learning. In those schools where marks, always considered by children as rewards and punishments, have been discontinued and other means to promote growth substituted, equally high or higher standards of achievement have been maintained.

Among elementary school children there seems to be only one use for marks and that an emergency one. When an ailing child does not respond to good food, good sleep, good physical care, the doctor resorts to medicines and drugs for the time being. And so with a child who does not respond to normal activities, interesting materials, stimulating suggestions—the teacher or parent may have to resort to marks, an artificial incentive, until he can respond to a healthy incentive.

If then we can accept and appreciate a child's interests, whatever they may be, answer his questions, listen to his concerns, practice democracy; if we can reduce competition and eliminate marks, it will follow that in general children will be less fearful of failure and criticism, less threatened by the new and the different.

SHORT-RANGE PLANNING

Helping the Child Who Is Leaving

In today's homes and schools practically all children are being given experiences which, directly or indirectly, help to prepare them for change. In many cases, however, it is desirable for both home and school to give additional help to a child or children for whom change of community and school is imminent.

Working jointly and individually, much can be done by home and school to prevent trouble. For convenience the suggestions to parents and teachers which follow have been listed under separate headings,

home and school. It must be understood, however, that there is overlapping of responsibility and that much that is listed in one category might just as well be in the other.

What the Home Can Do

In the confusion of moving, sometimes children are shoved about a bit, given less attention than usual. For the children who tend to be mixed up or otherwise troubled by the approaching change, more attention is needed rather than less. For the older children it will be helpful if a trip to the new community can be taken before the date set for moving. If that is not possible, drawings or photographs may be shown and discussed. Frequently talks may be helpful, not on the run while getting a meal or washing the car, but in some quiet place at some relaxed time. Just to know that the parent understands "what I am up against" brings comfort and tranquility to a child.

In these talks a child may be taken into the confidence of the parent and told why the change is necessary or desirable. The child may be helped to see both the advantages and the disadvantages to each member of the family and the challenge presented to each and to the family as a whole. He may be helped to voice his concerns and can be given assurance on some scores and specific guidance on others. He can be assured that whatever happens the family is going to be right there to help in case of need.

The under school-age children, much of whose life revolves around the family which is going to remain the same, are less likely than the older children to be seriously troubled by the move. But they too may need help. Stories about moving can be told to them or read to them. (See page 33.) With a few dolls, a wagon and some empty boxes, the whole process of moving—packing, loading, taking off, eating on the way, arriving, unloading, unpacking, more eating—can be acted out again and again before the day arrives.

Some parents and teachers in preparing children for change find it helpful to run over in their minds some of the things that affect a child's adjustment to a new community, a new school, and to ask themselves, "How is he there and what can I do?" Such a list might include the following: How does he feel about moving? What (if any) are his worries? Where is he as a group member? As a problem solver? As a user of his knowledge, skills, talents? As a cooperator? As a leader? As an initiator? As a companion? As a friend? And while working toward these qualities is a long-term project, it may be that certain simple experiences that would help in some particular area might be provided at once.

Each family about to move out of the school district can greatly help the child and his new teacher by making a special effort to get from his present school the child's folder of accumulated records to take to his new school. If giving such information to parents is against the policy of the school, the family can leave a request that either the folder or a letter giving pertinent information about the child be sent to the address of the school.

What a help it is to John's new teacher, and to John, too, if he knows in advance of John's arrival that he comes from Seattle; that he resented having to change schools; that he has ability in arithmetic but is afraid to try for fear he'll make a mistake; that he likes to write and writes well; that he can't sing (or thinks he can't) but can play the flute; that he is an only child and needs help in making friends! With only that much information the teacher can get off to a good start. And from then on home and school can work together.

What the School Can Do

When it is known that certain children will be leaving shortly for other parts, special help can be provided for them. Individualized homework, good for all children, can be used to the great advantage of these going-away children. Each child's assignments can be made wholly on the basis of his particular needs. For instance, Sue who is shy and meets adults with difficulty, can be given some specific help in ways of meeting adults and as need arises be asked to get certain information from the mailman, the janitor, the policeman on the corner. Jim, whose work habits are questionable, can be asked to do specific jobs each night and asked to list steps taken and time consumed in doing those jobs. Such jobs might include baking a cake, drawing a map, or organizing books and toys in his room.

Guided discussion can be particularly helpful to the "outgoers." One teacher we know from time to time promotes a discussion on the role of a member of a group. Recently the minutes taken at a discussion of this kind included the following: "Don't talk too much." "Don't brag." "Have ideas." "Share things." "Don't rush up to the teacher all the time." "Do your jobs on time." "Don't try to make the kids laugh." "Don't be pushy. Wait your turn." Sounds like group dynamics at its best!

A fifth-grade group recently discussed the question of the exclusion of a newcomer from the work or the play group by his classmates. When asked what they thought the effect might be on the newcomer, they said, "It makes him feel lonesome." "Makes him homesick for his old school." "Maybe it makes him feel that he is no good." When

asked what they thought the effect of such exclusion might be on the "oldcomers," those doing the excluding, they had difficulty. Finally with some help from the teacher they said, "They might be learning to hurt people." "They might be learning that being mean is funny." "They might be learning to push people around just because they are different." The concept of the hurter being the one hurt is a difficult one. But progress toward that understanding can be made in discussions of this type.

Some teachers, knowing that the first few days in a new set-up are the hardest, help the children in a group to make plans to keep in touch with the child leaving. They may plan a letter or card a day, taking turns alphabetically. (See page 25 for more ideas.) They may plan a series of drawings to be made by the one leaving showing his daily experiences, "especially if they are awful," and to be sent back to his old school.

Parents too can use a bit of help at this time. In schools where only a few children leave each year, each teacher can meet with the parents of each outgoing child in his class and acquaint them with the child's probable successes and possible problems. He and they together can plan ways in which the family can be of help to the child.

Where many children leave a school for other schools each year, making individual parent-teacher conferences impossible, the school can meet in one group the parents of all outgoing children. Regret that the school is losing these children can be expressed by the principal and ways of helping the children make a good adjustment can be suggested by the various teachers. The tensions of parents, always reflected in the children, may be reduced by the school's friendly attitude and by the concrete help received.

Helping the Newcomer

The Home's Part

The home—both before and after moving—is the indispensable link between the old and the new, and it is important to make the most of it. While a new neighborhood, new school, new classmates, new teacher may be a rather frightening lot of newness to a child, it helps for him to recall that there will be "the same old Dad even if he is bossy" and "the same mother even if she does make me wear my raincoat." It is good to make the house a home from the very start.

On arrival, unless it is absolutely necessary, let there be no hurry about getting all the settling done. Stop for snacks frequently. Cookies

and lemonade, or their equivalent, will do more to keep tempers from flaring than bright words or dark threats. If neighbors' children are on the fringes, invite them in for a share. Stop work occasionally for a walk to the nearby grocery, drugstore or post office or a short ride to see where Dad is going to work or to locate the library or the ball park.

It is fun just to cruise about a new place. One family played Detective on such cruises and reported the game to us as follows: "As we rode around or walked around, one of us made some observation, such as, 'There are three flower shops in this little town,' or 'The book shop is open every evening in the week and the only shop that is,' or 'The street on which the elementary school is located is unpaved.' Every one of us speculated on the why of each comment. A record of these speculations was kept. Then came the nosey part. Each commentator tried to find out why there are three flower shops or book shop open, etc. If he found out he got 5 points, and the speculator coming nearest to the answer got 5 points. The one with the most points at the end of the month won the game."

Sounds complicated but the reporter insists it wasn't! She said that there was great enthusiasm for the game and that it did more than prevent boredom. It aroused interest in the town and that interest resulted shortly in the town being "our town." When a town is "our town," probably all is going well.

As soon as things are somewhat in shape, the older children may wish to write change-of-address cards to friends back home, adding a friendly message to each. Shortly, if distances permit, it may be a good idea to have a week-end visit from the "best friend." And don't wait too long to get in touch with the local Scouts, Sunday School or 4H Club. Adults can wait to "join," but children need to belong as soon as possible.

If a family can laugh hard, eat frequently, work moderately, and make some progress during the mixed-up days of packing, moving, unpacking and settling, the problem of adjustment to change may not be so difficult.

The Community's Part

The community or the neighborhood is a large factor in helping children and their parents adjust to their new home, their new surroundings, their new school—that is, it can be. But what with TV in the home, movies not too far away and cars to get us there, the old-time neighborhood with its friendly ways is gradually disappearing.

This is too bad. While there were disadvantages in living in a closely knit community, they were outweighed by the advantages, particularly

the advantages to children. And those benefits to children are hard to come by in a neighborless neighborhood: social understandings that come from associating with people of all ages; from working and playing with people of various talents, nationality backgrounds and work interests; from sharing not only material things but also the things of the spirit—sympathy, happiness, good will. Newcomers in such a community quickly find their place with that good feeling of belonging.

Newcomers in most localities today experience neither the advantages nor the disadvantages of the old-time neighborhood. They are usually left strictly alone. There may be some adults who like that isolation but not many and, we think, no children. Most of us need and thrive on friendliness. Some groups, feeling that the benefits of the old-time neighborhood are too valuable to lose, have by taking thought "made" a neighborhood. They realize that a "made" neighborhood may be a kind of makeshift one but much better than nothing. This has been done in various ways.

For instance, in some cases all the people of all ages within a limited area—a block or more, an apartment house, a township—have been invited by the initiators of the project to some kind of neighborhood gathering: a pot-luck picnic, a neighborhood sing, or a series of after-dinner coffee-cocoa-dessert parties on designated evenings.

One group uses any new family coming within the area as a spur to bring all together in what they call their "Sunday Soiree for Sociability." At these various community gatherings, "How To Make a Neighborhood" has been discussed and sometimes out of these meetings a neighborly neighborhood has actually emerged.

Where there is no neighborhood in the old-time sense or even where there is, individuals can do much to make the newcomers feel less isolated. A near neighbor can make it his business to provide information about the nearby services—the laundryman, the milkman, the tailor, the baker and all the rest. Others can make an early "Hello" call and take along a pot of beans, a casserole or a cake. If there are school children, their ages can be learned and some children of the same ages found to take them to school and introduce them to their mates. Neighborliness need not wait for a neighborhood.

The School's Part

A school can be helpful in making the community aware of its newcomers. In its bulletins to parents it can include a list of its newcomers, their addresses and the ages of their children. It can subtly and tactfully hint that friendly calls be made on these families and cordial welcomes extended.

In schools where parents meet occasionally by classes, these meetings can be a useful resource in helping new parents in the group meet their co-parents and to learn about the work of the grade. Interests and talents of new parents may be learned. If they aren't careful they may find themselves with jobs, unsolicited perhaps, but not unwelcome.

When a school is small and parents live in an encompassable area, the Parent-Teacher Association can do a great deal to further neighborliness. The school community can be so organized that someone in each section can assume the responsibility of calling on the newcomers in that section, inviting them to the next PTA meeting and escorting them there. This helps parents to begin to feel that they belong, and the children catch that good feeling.

Early in the year some schools have what they call "Newcomers' Day." On this day the "oldcomers" welcome the newcomers—teachers, children and parents. The newcomers are taken on a tour of the building, ending up in some pleasant room where the policies and procedures of the school are explained to them. Sometimes the older children prepare and serve refreshments and perhaps put on a short program. Frequently at this time the new parents are invited to visit their children's classrooms as soon as things get underway. Newcomers' Day makes for good feeling all around.

Today's good teacher has scores of little ways of helping new children feel at home. One way is to organize a Reception Committee whose job it is to meet the new children, learn something about them, and introduce them to the group. These introductions may include names of the children, their former addresses and their special interests. Their old addresses may be pointed out on the map or, if possible, tacks may be placed on the map to mark the spot.

It will probably be the privilege of this committee to take the new children on a tour of the building to show them where the lunchroom is, the library, the toilets, the gym, the principal's office. "The principal helps us when we need help." This committee may also inform the newcomers about fire drills, the safety squad and lunchroom regulations.

During the early weeks of the year the teacher gathers up every bit of available information about each child in his group, particularly the new children. In the order of need, as best he can judge, the teacher has a conference with the new children and with their parents, together or separately. Because of the difficulty of fitting these important conferences into a full-time teaching schedule, some communities have only half-day sessions during the first week of school.

Not only is the teacher watching for the interests and the successes of the children, but he is also watching for distress signals. He keeps in mind the telltale signs: overly talkative, overly studious, overly

productive, overly shy, overly aggressive, tense voice, speech difficulties, tendency to brag, little or no interest in people or things.

The insightful teacher notes also each child's top values or sources of pride: skill in athletics, skill in human relations, skill in clowning, pride in clothes, high marks, money, knowledge of astronomy, rock 'n' roll, cars or TV programs. Within a short time, too, he knows the group's social structure—the leaders, the bullies, the followers, those who are courageous enough to take a stand against unfairness or injustice.

With all his knowledge of the group—high points, low points, trouble points—the teacher begins to manipulate. He tries to set the stage so that the new children are somewhat protected from the unsocial children and are edged toward the more mature children, the friendlier children. Through the use of committees and paired helpers, the teacher tries to match interests and temperaments in the hope that good feelings and possibly friendships between newcomers and oldcomers will develop.

If your child's teacher is one of these magic-makers, now is the time for each new parent to write him a friendly note thanking him for his generous help to Mary in getting her over the hump of newness. Teachers, too, need to feel good about themselves.

For children, moving from one community, from one school, to another is not always as difficult as we have at times indicated. Sometimes it is much more difficult. That it may be extremely difficult and sometimes deeply damaging is something for all the adults of our time to keep in mind as children come and go.

If, before the event, administrators, teachers, parents, grandparents and neighbors prepare children for change by helping them to know themselves, to respect themselves, to equip themselves for problem solving, they will have gone half way. And if, after the event, the adults can follow along with love, understanding and guidance, they will have gone the whole way. Not only will today's children profit, but tomorrow's children as well.

When Families Move

MOVING WITH CHILDREN IS LARGELY WHAT YOU MAKE IT. AT BEST, IT IS A smooth operation bringing a promise of new adventure to the youngster . . . at worst, it is a nightmare of confusion and uncertainty. This [article *] has been written to help you make your next move as pleasant as possible for you and your child. It's easy . . . if you remember one thing: try to be patient, loving and calm, even if you are harrassed by the million and one details that have to be taken care of. Plan ahead, and let your Allied Van Lines Mover help you engineer the change of address so that it is safe, smooth and headache-free—for you and your children.

Before You Move . . .

Any move, whether across the street or across the nation, means a temporary uprooting for the family. How you behave in the situation will determine to a large extent how your youngsters react to the change.

If you are tense or worried, your child will sense your anxiety and in turn may feel unhappy and insecure. On the other hand, if you seem cheerful and optimistic about the upcoming move—even though you may have some uncertainties—you will find your child more confident about the change and better able to take it in stride.

Here are some tips to help you prepare your children for M(oving)-Day. Keep in mind that these suggestions should be related to the age and maturity of your child. The older your youngster is, the more he will understand and be able to participate in the move.

1. Tell the children beforehand that you plan to move. Give them the reasons for the change and let them talk about it.
2. Include the youngsters in your plans so they don't feel "left out," but don't burden them with too many details.
3. Let them know what a great, wonderful adventure a change of homes can be, but be ready to admit that the unknown is not easy to look forward to.
4. Try to avoid changing schools during the term.
5. Show the youngsters the new home before moving in if they have not participated in house-hunting. If this is impossible, then describe it as clearly as you can.
6. Let the old-enough child choose the color scheme of his own room and have some say about furniture arrangement.
7. Suggest the teen-ager or even younger child pre-plan his room arrangement on paper, using floor-plans.
8. Encourage your child of letter-writing age to send change-of-address cards to friends, especially if you are moving to a different city. It will give your youngster a feeling of continuity with the close friends he leaves behind.
9. Urge the teen-ager to pack his own books, records and souvenirs. He can use the packing tips the expert movers provide. This will give him a sense of participation—of being really helpful.
10. Weeding out old things before moving is desirable but don't discard the toddler's favorite toy, even though it's a dilapidated wreck. It is wiser to dispose of it, if you have to, at the new address—after the child has gotten used to his new home and no longer needs it.

---

* *Prepared by the Child Study Association of America and Allied Van Lines. Reprinted by permission.*

During the Move . . .

M-Day always is an exciting day. And it doesn't have to be a nightmare. Let the movingmen take care of your furniture and household goods—that's their job. You concentrate on your children to make them feel secure and safe . . . that's your chief job.

If you follow these steps you'll have little trouble:

1. Keep the infant close by and stick to his schedule.
2. Put aside a bag for the baby packed with bottles of formula, diapers, powder and other immediate necessities.
3. The toddler will get underfoot and into trouble if he isn't watched every minute. It may be best to have him spend M-Day off the premises with Grandma or a well-known friend.
4. If your toddler must be on the scene when the movingmen are there someone should be with him at all times. If either one of you cannot do this, it's wise to call in a trusted and familiar friend or baby-sitter. It's best not to have a stranger look after your child during this important period.
5. Keep available your child's favorite toy, book, and game so that he can be amused if he gets restless.
6. The teen-ager can be on hand to help with younger children and with small chores. However, you will want to be responsible for such valuables as money, jewelry or important papers that you cannot entrust to anyone else.
7. Pack a picnic lunch, with thermoses of hot and cold drinks. This will save time and tempers when you start unpacking at your new address.
8. In another basket put toilet necessi .owels, soap, tissue). This and your picnic basket will travel with you and not on the moving van.
9. Notice that the movers dismantle the children's room *last* so that they can reassemble it first at your new home. They know how important it is to make youngsters feel at home quickly. Seeing his own furniture in place reassures the child.
10. VERY IMPORTANT . . . make an extra effort not to lose patience with your child or to scold. M-Day can be an upsetting experience even though the movers do everything possible to make it easy for you—a whole household is being taken apart and it means leaving the old and familiar for the new and untried. If you can be calm, patient and loving, your youngsters will certainly appreciate it.

After You Move . . .

The movingmen have gone and you and your family face the task of "settling in." Everyone is a little tired and overwrought. Tempers may be touchy, so TAKE IT EASY! There's plenty of time to make things tidy. The No. 1 job is to make the children and yourselves comfortable.

1. Sit down and catch your breath. Spend a little time with the youngsters, giving them a chance to talk about the day, answering their questions, letting them make suggestions about what to do next.
2. Have something to eat. If you've packed a picnic basket, now is the time to have a calm meal even if a packing case is your table. Or take the family out to a nearby restaurant for a relaxing dinner, if that's easier.
3. Your change of address may mean a change of schools for your youngsters. If this is the case, you will want to accompany the child to the new school the day he registers. If he's in a lower grade, try to be with him the first day he goes to class. This is very important. Your reassuring presence will give him the confidence he needs to meet new teachers and schoolmates.
4. Even though the place isn't in "apple-pie" order, encourage your youngster to bring home his new friends. This thoughtfulness on your part

will help erase feelings of loneliness the move may have left with your child. But don't push him about making friends. This may take time. After a while, if your youngster is shy, it may be a good idea to throw a small informal party for him. A simple cake and ice-cream treat would do fine.

5. As soon as feasible, allow your teen-ager to invite a close friend from the old neighborhood to spend the weekend in your new place. Remember, the young adolescent needs reassurance and acceptance now more than ever.

6. To get into the swing of things real fast, encourage your children to join in community and school activities. The possibilities are endless: Boy & Girl Scouts; Campfire Girls; Sunday schools; Y's; 4-H Clubs; Junior Achievement, Inc.; dramatic clubs; and so forth. You, yourself, might want to join the Parent-Teacher Association.

Remember . . . a new address means new opportunities for adventure, new horizons to explore . . . a blank check to the pursuit of happiness.

By HELEN COWAN WOOD

Helping Migrant Children

MOVING IS A WAY OF LIFE FOR THOUSANDS OF CHILDREN WHOSE families follow the crops. For these children changing schools is a permanent condition for growing and learning. The role of the school is not so much to help them settle into a new school community as it is to help them learn while they continue to move.

For the schools which teach these children, change is also a permanent and normal condition. Pupils come and go at all times of the year, with a complexity of special needs scarcely matched by any other group. In spite of these difficulties, from all over the country come reports of wonderful schools which have somehow managed to provide flexible classrooms which expand and contract comfortably, flexible programs which fit everyone and, above all, flexible teachers who bring security to a constantly changing situation.

How do good schools help migrant children? When teachers are asked about their work with children who come and go, they all stress the same points, whether they are speaking from experience in Florida, Texas, California, or other stations along these three principal migrant routes.* Whether children are living in cotton, sugar-beet, or apple country; whether they are Puerto Rican, Mexican-American, Negro or old-stock Anglo; whatever their circumstance, these ways of working seem to assure good learning experiences for them.

Children Experience Belonging to a Community

If there is one thing of which we are sure, it is that children who feel like outsiders cannot learn constructively. All good schools plan carefully to see that newcomers find a warm and friendly welcome and a place in the life of the school. Belonging comes first, before children can turn their attention to the school's program or before they can think well of themselves and relate to other people in a friendly fashion. People do not grow up to be good citizens who have never experienced what it means to belong to a community.

Migrant children reflect this need in many ways. When children are asked, "What do you like most about coming to a new school?"

* Illustrations of good practices were furnished by Margaret Gunderson and teachers of Westside School, Fresno County, California; Grace Beecham and Mayfair Owings, Austin, Texas; Margaret H. Mosley and Ruth Irwin, Belle Glade, Florida; Epsie Young, Austin, Texas.

they answer, "Making new friends." But few of them are enthusiastic about the advantages of moving; this experience is commonly a source of great anxiety and even grief. "You have to leave all your friends," they say. "Everyone stares at you." The sensitive teacher sees this basic need not only in the child who clings but in the child who withdraws, fights or rejects friendliness; insecurity shows itself in many forms.

Long before the migrant child arrives, the good school community is preparing for him. Experienced teachers help new members of the staff to understand something about these children who come from a cultural background that is completely foreign to most people who teach. Orientation programs for the staff include visits to homes and neighborhoods where migrant children live; conferences with other community agencies which have a concern for migrant families; case studies with other teachers, the nurse and the school social worker.

School supplies and facilities are readied, so that there will be less confusion in the days and weeks when the migrant children pour into the school. It is easier to say, "We are glad to have you in our class" when there is a place ready and materials on hand. Children feel more wanted when they really are wanted.

The way other children accept the newcomer is perhaps most important of all. The teacher who plans with his class to welcome the children who will come in the crop season gives these permanent boys and girls an invaluable experience in citizenship, too. A "big brother" system is a common arrangement; this may begin on the school bus or at the office door and surely needs to extend to the playground and the club program. Some teachers have made a special point in these schools of helping children develop class symbols: a class name, a badge, a code, a motto or a song.

In one school the boys and girls decided to find out all they could about the hobbies, interests and talents of every new child; this was reported to the class by the "big brother," and then the information was put in a card file where additions could be made as children developed new abilities useful to the group. When some essential skill was missing, such as knowing how to play baseball, the child was given special coaching by his sponsor.

Participation in the regular learning program of the classroom is similarly provided by the teacher's planning. A wide variety of materials and learning centers allows children choice and freedom to find a satisfying task and congenial fellow workers. Many activities are arranged for committees and small groups to work together. The list of class officers is long and offices are rotated frequently. Class planning is stressed. In rooms like these, there is a job for everyone.

Migrant children have many special contributions to make to the

learning program, say teachers who have made an effort to find and use these. Their travels, their experiences with crops and work activities unfamiliar to the rest of the class, their ability to speak two languages are among the resources teachers have tapped. Both the migrant and the permanent children benefit, for these are real contributions and the children sense this. Children quickly recognize the teacher's respect and reflect it in their own attitudes.

What about the child who does not respond to proffered friendliness? The case of fifth-grade Carl illustrates the way a good school works when teachers are able to look beyond the hostility of a child and find his problems. Carl was the center of almost every playground fight for the first few days he was in school and always sure the other children were "picking on" him. His teacher discovered that he usually came to school without breakfast, was unduly thin, had sores that did not heal, and frequently suffered from toothaches. A consultation was held with the school nurse, who arranged for a medical check-up. He was given a carton of milk and a vitamin tablet daily, his sores were treated, and he was sent to a dental clinic. In his classroom, the teacher showed him some of the skills he needed to get along with other children and he began to enjoy the approval of his group. It was found that he had an interest in turtles and he gladly brought one to his class for a room pet. This led to his research on turtles and the preparation of a report which brought him stature with the others and with himself. Now he is working with the teacher to check off each trouble-free day and to build a file of his work accomplishments.

Most schools are concerned to involve the families of migrant children in this community experience, feeling that the children's future depends to a great extent on the understanding and support the parents provide. Poverty, language barriers and cultural differences make communication difficult; but when teachers are able to make contact, they find that they and the parents have a common concern in the child. Even so simple a gesture as writing a word of praise for the child on his report card can bring a warm response, "We like to hear nice things about our children."

Children Learn To Be Successful

Few people, young or old, are exposed to so much failure as children whose educational experience consists of a series of short school stops. Dread of what the new school will expect is almost universal. "The answer is so simple," said one teacher after a few happy months in such a school. "We just forget our ideas about what children *should* know, and find out what they *do* know. We go on from there."

There are three keys to this method. The *first* is quick and skillful

diagnosis of learning needs; the *second* is a classroom program organized for work at many levels; the *third* is recognizing and rewarding the successes.

Many schools have found that children who work in classes with other boys and girls close to their own age learn the most. Rather than relying on report cards or transfers for grade placement, these schools place children with their peers and start the learning program with a rapid survey of their skill needs. Rough screening devices which give the teacher information as to children's independent reading level, their needs for word-analysis and other reading skills, their writing and spelling competence, and their general level of work in arithmetic are sufficient for initial planning. Further diagnosis goes on continuously as the teacher works with the child, first at the level where he can have immediate and notable success, then gradually at a more challenging level as successful experiences build his confidence, courage and purpose. Individual instruction is provided in some schools by special teachers who work with children who need intensive or exceptional guidance in order to move ahead at their own ability level. The pride and satisfaction which result from a program of this kind can transform a child's attitude toward himself, his school and his future. With success in his background, the migrant child can take self-respect and security into his next school experience.

Children Develop Realistic Goals

There is a classic story about the teacher who wanted a migrant child to share his travels with other boys and girls. "What did you see on your trip from Texas to California?" asked the teacher. "Just a lot of sand and the road," was the child's reply. "We were in the back of the truck."

Actually most migrant children have very meager experiences and a limited view of the world. Good schools are concerned to enrich and broaden life for them through programs that include science, social studies, literature, music and many opportunities for the expression of ideas and feelings. A program limited to learning skills is as inadequate for these children as it is for other children today, perhaps even more so. It is only through a wider vision of their world and their own place in it that migrant children can develop adequate goals.

Because the children in this group tend to leave school early, knowledge and direction in the field of vocations need to be included early in the curriculum. From kindergarten on, many schools for migrant children stress workers and jobs, helping children to know about vocational possibilities far beyond their limited experiences and to think about the advantages, disadvantages, and required preparation of various occupations.

Independence, self-knowledge and clear goals are among the most important contributions school can make to the migrant child. With little support and encouragement from family and friends, his future will be determined largely by his ability to direct his own course.

School Helps Children To Live Better

Life should be better because a child has gone to school, teachers of migrant children believe. And they constantly evaluate their learning programs in terms of improved health and safety, cleanliness and attractiveness, and better home and neighborhood conditions. This can be discouraging at times but most rewarding when a mother says, "Everything Rafael learns at school, he teaches us at home."

Health and welfare services have been provided through the cooperation of community agencies, much of the time at the instigation of school people. But even more important, from a long-range viewpoint, is the development of instructional programs based on the realities of children's lives: safety from fires that break out in the tiny shacks when they are overheated, caution around farm machinery, care of small children, preparation of nutritious and inexpensive meals under camp conditions, home nursing and first-aid techniques, development of recreational skills, repair and alteration of clothing, use of hand tools and simple building materials.

Children Are Helped To Make a Successful Move

Few if any teachers believe that moving is a good way for children to grow up. But independence is useful to children, no matter what their circumstance. This is the strength which good schools try to give to children who must move.

In some parts of the country a packet of materials goes with the child to his next school. Children help to build this packet, choosing and saving the most revealing samples of their best work, analyzing and understanding the significance of the material. Also ready for moving day is an envelope of things to do on the road, until the family arrives at its new destination. These are self-chosen activities, selected from many suggestions of the teacher and the other children.

As the time for departure draws near, the class discusses the route along which the family will travel and plots the trip on a road map. Pupils are encouraged to write to the class on the way and while they are living in another area. Members of the class list questions they would like to have the migrant child answer on his trip and provide him with self-addressed, stamped envelopes and writing paper. During the rest of the year the class maintains a correspondence with those who have moved. What this means to assure the migrant child that he has a place in the lives of others was expressed by one little boy: "I counted twenty-one letters that said they missed me."

MIGRANT CHILDREN: Their Education

Today's transient population is growing. Migrant children — children of agricultural migrants, children with language and social adjustment problems, children with emotional, health and nutrition problems — drift into and out of classrooms at amazing rates.

These children with their special sets of problems create special opportunities for the classroom teacher to help. And **Migrant Children: Their Education** is a special resource to help you help them.

This 64-page bulletin from ACEI opens with an overview, "Children on the Move," by Cassandra Stockburger, Director, National Committee on the Education of Migrant Children, and includes varied explorations into migrant children's needs.

Table of Contents

Available for $2.00 from: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. (Orders under $5.00 must be accompanied by check or money order.)

By GERTRUDE GOLDSTEIN and PAUL S. GRAUBARD

Integrating the "New" Child[1]

SHORTLY AFTER THREE CHILDREN NEW TO THE SCHOOL ENTERED OUR fifth grade, the teacher received a call from one of the parents. She said apologetically, "I want to talk about Lila. She's not as happy as I hoped she would be. She says the girls don't like her."

The teacher reassured Mrs. Bates. The girls did like Lila. Lila was new to the group; the other children had been together a long time.

"Yes," said the mother doubtfully, "but you know Lila's history. She's always been so tense."

The teacher produced the usual bromides. "Give it time. She'll be fine."

Nevertheless the teacher began to observe Lila more closely. Ostensibly she had been accepted, as had the other new children. Were they too showing home symptoms which they covered up in school? Could Manny's over-conformity and Fred's aggressive behavior be due to an unhappy social situation? On checking with the parents, we found that both Manny and Fred found the new school a difficult situation.

It became obvious to us that the three new children were not as well integrated as we had blithely supposed. As the days went on the situation became more and more overt. A few times Lila, who had a history of psychosomatic illnesses in former schools, became ill in class and had to lie down. Fred got into more fights as he attempted to bully his way into the group. Manny's mother reported that he would cry and complain of stomach pains in the morning before school. On weekends, however, he would feel fine. If we were right in assuming that the unhappiness stemmed from their personal relations to the group, only the children themselves could alleviate the situation.

However, before bringing the problem to the group the teacher of the group, in conference with the principal and other experienced staff members, planned the procedure. From the conference came the idea that a teacher-introduced and teacher-led group discussion would be the best approach. We planned the discussion carefully:

First: What did we want to come from the discussion?

A feeling of empathy and identification with the new child
A sense of responsibility on the part of the entire group for the acceptance of these children
Specific plans for making this happen

[1] From CHILDHOOD EDUCATION (Nov. 1958), XXXV: 3, p. 111.

Second: What techniques did we as teachers know that would help the situation? (If possible, the suggestions should come from the children.)

- Reorganize the seats so that new children (on the basis of a sociogram and observation) would be next to persons they liked best.
- Have individual children sponsor or be directly responsible for integration of newcomers into the group.
- Encourage and help arrange (insofar as possible) after-school visits to homes of other children.
- Remove new children from the class so that we could discuss the problem with the rest of the group and enlist their help and understanding.

With this blueprint in mind, we went ahead. The next day the principal came in and asked for three children to help with a school job. She picked the three new children, and as soon as they left the teacher confided to the class why these particular children had been chosen to leave the room at that time.

The question was asked, "Can any of you remember how you felt the first time you went into a new group—in a new neighborhood, at camp, or even at school?"

The reaction was immediate. David's face lit up with understanding. "I was scared when I went to camp."

Jane said, "When I first came to school here last year I hated it because I didn't know anybody."

After a short discussion John said, "Now I can imagine how the new kids feel."

From identifying with such a situation to a feeling of empathy for the new children was an easy step for most of the group to take and one which they took almost by themselves.

Children who were new to the class last year recalled their feelings: They had felt shy; they had been too nervous to join in a punch ball game even though they had wanted to do so; they had been scared and had disliked school.

Some children were skeptical and many became defensive. One said, "But with Fred it's different, he's a bully."

Another said, "Lila's no fun to play with. We always ask her to join and she never wants to."

The teacher then asked the children, "Do we always act as we really feel? Did you ever say 'No' when you meant 'Yes'?"

Donald replied, "Once I had an argument with my father. Later he wanted to take me to the movies. I wouldn't go even though I wanted to." Similar experiences led to a deeper insight such as:

"I guess Fred fights because he feels left out."

"I think Manny acts mad because he feels ignored. I know I felt that way last year."

The children recognized that hostile actions are often masks for different kinds of feelings. This discussion gave the pupils who were new last year status as they often led the discussion and told of first-hand experiences. It made them valuable contributors and often leaders in formulating ideas.

Other important concepts were simultaneously developing: One child said, "But after all this discussion I still don't like Fred. So why should I be nice to him?"

Another youngster replied, "Well, even if you don't like him we still have to treat him nicely. After all, he's still a part of the class." Most of the children realized that they didn't know the new children well enough to like or to dislike them.

At the conclusion of this discussion the group recognized that everyone, whether we like him or not, has the elementary right to be happy and that personal feelings sometimes have to be secondary to larger group goals.

The teacher later asked, "What could we do now to help the problem?"

Some children replied, "We could be friendlier to them."

"Can one child like twenty children equally well?" was asked in return.

They thought for a while and agreed that this would be awkward. Then they said that someone could be a special or favorite friend and the rest of the class would help. From special friends or favorite people to sponsors (a grown-up word they loved) was easy. The class response was so enthusiastic that two direct sponsors were appointed (by the teacher) and everyone was to help in whatever way he could.

"What other ways could we help the new children?" the teacher asked.

One of the sponsors replied that it would be easier if they shuffled the seats around so that the new children could be near their sponsors and the people they liked the best.

A few days afterward, again with the new children out of the room, we resumed our discussion on how to help the new children. After discussing the little things it takes to make for a happy school life, one child brought up that after school might be just as important, too, in getting to know each other and being accepted by a group. The new pupils were invited to individual children's homes after school, and this brought positive results.

The heart of the program was the sponsor system, and it was this which insured its success. The sponsors were chosen for their enthusiasm and insight. They recognized why the new students sometimes found it difficult to join in games. Their responsibilities included integrating new students into all school activities—lunch, recess, school work, homework, rules, routines and after-school play. The sponsors

made it their business to "drag" them into games, interpret routines to them, and do whatever else they could to make them feel more at ease. Sometimes they literally had to force their way through ostensible rejection. The group discussion had led them to anticipate this reaction.

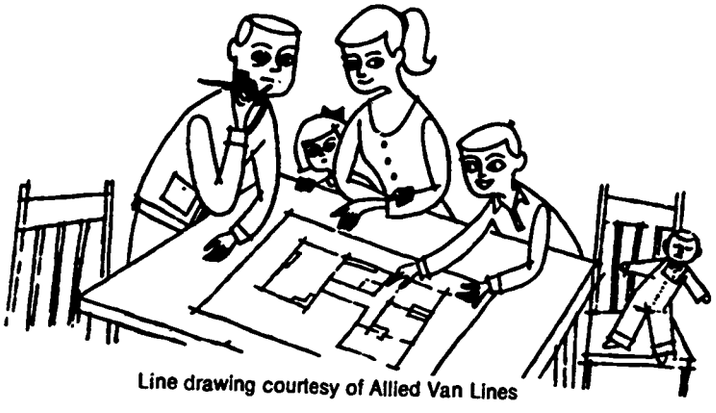
There was some mechanical misinterpretation in implementing the program: whether to spend all recess together, always stand next to each other in line, etc. But this was straightened out in individual sponsor conferences with the teacher.

In some cases there was change in status of the sponsors themselves. Children who were new to school last year had already gained prestige by leading the discussions. When they were appointed sponsors they gained even more prestige. Also, by directly helping others their school life took on a new perspective.

The new students gradually became truly integrated into the group, at least insofar as was possible with each new personality. The after-school visits and parties to which they had been invited were particularly helpful. As the new children began to feel more and more accepted the headaches, dizziness, stomach pains and crying before school decreased. The aggressive boy was involved in fewer fights. Instead, the children looked forward to going to school. In short, what had formerly been an anxious, painful situation became a pleasant, warm one.

This is not to say that having sponsors is the only way to integrate children into a group or that, in time, they might not have been accepted anyway. But it is not too much to assume that the specific technique insured their being integrated so rapidly and so well. There was such a definite, observable relationship between the planning, individuals taking special efforts to be friendly toward the new children, and the change in attitude and performance exhibited by the new children that it may be concluded this was a cause-and-effect relationship. It speeded up the adjustment period and alleviated the trying experience of joining a new group—especially a non-voluntary group like a school.

"Here is the new school."



Line drawing courtesy of Allied Van Lines

By Lois B. Watt and Others

A Children's Reading List

THE COMPILERS OF THIS LIST HAVE NOT ATTEMPTED TO MAKE IT comprehensive. Our aim has been rather to include books related to a wide range of experiences met by children in new school situations.

We have arranged the titles in three familiar school-level categories, with approximate age ranges indicated for each book. Children do not always read in neat age-grade compartments, however; and the assiduous user of this list will therefore note and allow for overlapping. The list is longer than that published in 1960, partly because we have retained some titles from the early bibliography and partly because the fact of school desegregation has produced more realistic stories about children attending schools new to them.

Another way of considering books is according to content variations on a theme. These stories show children in varying circumstances and settings, but all the children face the realities of a strange school. Therefore, besides listing each title in one of the three school-level groups, we have assigned it a number in an overall sequence. The following introductory comments identify several variations on "new school situations" (including boarding schools, schools for handicapped children, schools abroad, rural schools, city schools, moves from segregated to open schools, and some involving new speakers of English and young children new to any school). For each of these situations, books listed are identified by number.

Some of the books are fictional treatments of children sent to boarding school for the first time. This move can be a traumatic experience, as it was for Sara Crewe, whose story first charmed little girls in 1888 and now appears as the oldest tale on the list (4). Coming out of a very class-conscious society, it is full of such concepts as *noblesse oblige* in the most traditional of settings and each user of this list will have to decide how

much the book will mean to today's children. It obviously does have its place in the history of children's literature, and subsequent variations have a recognizable relationship to it.

Six other stories (15, 25, 29, 42, 43, 52) are about children at boarding schools. Most of these stories deal with predictable problems common to many, which are usually solved by time and adequate guidance.

But title 52 is about a blind boy in a boarding school for sightless youngsters—a situation requiring very special adjustments indeed to a new school. Handicapped children and their similar experiences are pivotal factors in three other stories (21, 31, 48) in this list. Besides blindness, these stories deal with a polio victim, a deaf child and a child handicapped by cerebral palsy, all of whom we meet as they enter school situations new to them.

The action of title 48 takes place in England. Also included in the list are seven other books about school life outside the U.S. (4, 10, 18, 20, 29, 30, 42). One, 30, describing a village school in Indonesia, reminds us that in any nation rural schools and those in small towns differ considerably from city schools. The special atmosphere of the country school in various areas of the U.S. appears in thirteen of the books listed (2, 6, 7, 13, 17, 24, 26, 27, 28, 34, 40, 47, 49). On the other hand, sixteen of the stories are laid in city schools (3, 4, 10, 14, 16, 21, 22, 23, 33, 36, 38, 41, 44, 46, 50, 51); some of the children introduced in these books are new to city life as well as to the school.

Children in both rural and urban schools today face special problems related to integration, school busing, and race relationships. In all, ten books on the list are concerned with problems caused for children by developments in our social fabric (22, 23, 24, 33, 38, 39, 41, 44, 49, 51). With the fact of race a pivotal point in so much current juvenile literature, we think it appropriate to note that in at least five books on this list black boys and girls appear as vital characters playing their natural parts in the stories (8, 11, 12, 35, 50)—but the plots do not hinge upon the color of the children. For some children who change schools, however, ethnic and language characteristics are influential. We list three books that deal with such problems—all of them, it happens, about children of Spanish-speaking parents (3, 16, 46). For such children, as well as for those with other native languages, a helpful resource may be Esther Hautzig's picture book (9), which gives equivalents of familiar schoolroom objects in four languages.

Young children who have never been to any school have fears like no others. Eight books on this list tell how those all-important first weeks of school can be affected in a variety of ways (1, 2, 5, 6, 7, 8, 17, 18).

Whatever the literary variations played on the theme of children who move from school to school, to each child his own problems seem pressingly

unique. We of the selection committee hope parents and teachers will find among the fifty-two books described here valid characters whose acquaintance will enrich the lives of children who must change and who may find change less threatening by meeting fictional counterparts in similar situations.

Lois B. Watt (Chairman)
Educational Materials Administrator
National Center for Educational Communication
U.S. Office of Education
Washington, D.C.

Nora J. Caplan
Children's Librarian
Public Libraries
Montgomery County, Maryland

Anne C. Weaver
Children's Librarian
Public Libraries
Fairfax County, Virginia

Margaret N. Coughlan
Reference Librarian and Bibliographer
Children's Book Section
Library of Congress, Washington, D.C.

Christina Carr Young
Elementary School Librarian
Public Schools
Washington, D.C.

Primary

1. ANGLUND, JOAN W. *A Friend Is Someone Who Likes You.* New York: Harcourt, 1958. Ages 4-6. "Sometimes you have to find a friend." Written for the very youngest, this tiny picture book is a provocative stimulus to the making and keeping of friends.

2. BEIM, JERROLD. *Country School.* Il. by Louis Darling. New York: Morrow, 1955. Ages 4-8. Tony walked to a little rural school with his brother and sister every morning and looked forward to the day when he, too, could go. He found the new, modern school that replaced it disappointing until a good deed forced him to explore it.

3. DELPRE, PURA. *Santiago.* Il. by Symeon Shimin. New York: Frederick Warne, 1969. Ages 6-8. An impromptu visit to the apartment home of newcomer Santiago provides his class with a new understanding of their classmate's loneliness in the huge city without the beloved white hen he had to leave behind in Puerto Rico.

4. BURNETT, FRANCES HODGSON. *A Little Princess.* Philadelphia: Lippincott, 1963. Ages 7-10. A newly illustrated edition of a very old favorite, which tells how Sara Crewe, brought from India by her adoring young father, was installed with every luxury in Miss Minchin's "Select Academy for Young Ladies" in Victorian London. Sara's sturdy spirit survives not only the initial sorrow of parting, but the subsequent grief over her father's death and the cruel poverty and oppression it brought her. An old-fashioned, romantic, riches-to-rags-to-riches tale, it may still bring comfort to lonely and imaginative little girls.

5. CLEARY, BEVERLY. *Ramona the Pest.* Il. by Louis Darling. New York: Morrow, 1968. Ages 7-10. The hilarious adventures of a five-year-

old, independent spirit who is eventually saved from being a "kindergarten dropout" by a loving and understanding teacher.

6. CAUDILL, REBECCA. *Did You Carry the Flag Today, Charlie?* Il. by Nancy Grossman. New York: Holt, 1966. Ages 5-7. First grade brings behavior hazards for an imaginative, independent little boy in Appalachia, but he eventually achieves the honor his family has been hoping for and bears the class banner.

7. ———. *A Pocketful of Cricket.* Il. by Evaline Ness. New York: Holt, 1964. Ages 5-7. Thanks to a perceptive teacher, who sees a small boy's love for his cricket as it is rather than as the mischief it seems, Jay learns how to share his pet with his new schoolmates.

8. COHEN, MIRIAM. *Will I Have a Friend?* Il. by Lilian Hoban. New York: Macmillan, 1967. Ages 5-7. Jim's first-day fears are keyed to that all-important question, and in a pleasantly pictured integrated nursery school he finds the happy answer.

9. HAUGG, ESTHER. *In School: Learning in Four Languages.* Il. by Nonny Hogrogian. New York: Macmillan, 1969. Ages 6-10. A picture book bright with color identifying familiar schoolroom tasks and objects in English, French, Spanish and Russian; its universality makes it a tool for the teacher and a sturdy life-line for the child surrounded by strange words.

10. HAYES, FLORENCE. *The Boy in the Forty-ninth Seat.* Il. by Sanae Yamazaki. New York: Random House, 1963. Ages 8-10. Moving with his parents from a small Japanese city to Tokyo in the middle of the fall term, Tony wishes for some acknowledgment of his presence in that added chair in his father's old school. He feels completely isolated, however, until he "shares" his uncle at the weekly club activity hour. A contemporary story with some Japanese words in the text, pronunciations and translations at the end.

11. KONIGSBURG, E. L. *Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth.* Il. by author. New York: Atheneum, 1967. Ages 8-11. Friendship between two lonely little girls has a hard time getting started because Jennifer's serious commitment to her witchcraft interferes.

12. LOVELACE, MAUD HART. *The Valentine Box.* Il. by Ingrid Fetz. New York: T. Y. Crowell, 1966. Ages 8-9. Janice is a new girl, and therefore afraid she will get no valentines at school; a snowstorm both complicates her life and helps with her problems.

13. MILES, MISKA. *Teacher's Pet.* Il. by Fen H. Lasell. Boston: Little, Brown, 1966. Ages 7-10. The transient fruit-picking parents of Pug and Lottie have scrimped to buy their Eastern Colorado farm, and look forward to 1919 as a good year. Pug knows he can settle his acceptance at the new school with one good fight, but Lottie is "anxious" about everything. Her doubts are confirmed: her sweater is not the "right" color, and she is teased about bringing the teacher a present. It takes the cat Ciara to give Lottie the assurance she needs.

14. MOLARSKY, OSMOND. *The Bigger They Come.* Il. by Trina Schart Hyman. New York: Walck, 1971. Ages 7-9. To escape the loneliness of his new life in the city, Gilbert dances—sometimes to real music, but more often to the music in his head. It takes "Heavyweight Champion of the World" music to defeat the bully who picked on him every day.

15. NORDSTROM, URSULA. *The Secret Language.* Il. by Mary Chalmers. New York: Harper, 1960. Ages 7-9. A boarding school story belonging slightly to yesterday's world, but which is still notable for its reflection of little girls' sudden hates, fierce loyalties and eternal busyness, all of which can bring their own cure for homesickness.

16. ORMSBY, VIRGINIA H. *What's Wrong with Julio?* Il. by author. Philadelphia: Lippincott, 1965. Ages 5-9. In a large class with only five other Spanish-speaking students, Julio refuses to speak, play, finish his work or eat. He is thus generally disruptive until it becomes clear that he misses his parents. Many elementary Spanish words and their English equivalents appear throughout the simple story and on the end papers.

17. SCHICK, ELEANOR. *The Little School at Cottonwood Corners.* Il. by author. New York: Harper, 1965. Ages 4-7. Uncertain about what school will really be like, young Elegy Meadows is comforted when a "visitor's pass" allows her a pleasant preview.

18. STEINER, CHARLOTTE. *Karoleena's Red Coat.* Il. by author. New York: Doubleday, 1960. Ages 6-8. A story of long ago, set in Austria. Karoleena looks forward to beginning school because she wants playmates. She loves the bright red coat sent by Granny until she realizes it sets her apart. When a new toy sent by Granny becomes the fad, Karoleena wins acceptance.

19. VIKLUND, ALICE R. *Moving Away.* Il. by Reisie Lonette. New York: McGraw-Hill, 1967. Ages 5-7. The farewells, decisions and chaos of leaving and the excitement and discoveries of "moving to" are depicted here for the younger children.

20. Yashima, Taro (pseud.). *Crow Boy.* New York: Viking, 1955. Ages 7-9. For years Chibi was a shy misfit in school. Then an understanding teacher discovers his one small talent for bird mimicry and helps him gain the admiration of his schoolmates. Japanese in background and universal in theme.

Middle Grades

21. ARMER, ALBERTA. *Screwball.* Il. by W. T. Mars. New York: World, 1964. Ages 10-13. In an engrossing story, Mike, handicapped by polio and by an outgoing, sturdy twin brother, finally achieves success in a new school with boys of his own age. A soapbox-derby element adds to the appeal of the book for mechanically minded boys.

22. BAUM, BETTY. *A New Home for Theresa.* Il. by James Barkley. New York: Knopf, 1969. Ages 9-12. Orphaned Theresa is moved from her Harlem home to a foster home in an integrated development in Queens, New York. When faced by a great challenge in school, Theresa takes the lead in putting down a white bully and his gang.

23. ———. *Patricia Crosses Town.* Il. by Nancy Grossman. New York: Knopf, 1965. Ages 9-12. Patricia is not happy about being bused across town to a newly integrated school. She likes her old school and will miss her many friends. Despite her misgivings, she makes the change and finds joy, mixed with some problems, in making new friends.

24. CARLSON, NATALIE SAVAGE. *The Empty Schoolhouse.* Il. by John Kaufmann. New York: Harper, 1965. Ages 8-11. When black children try to attend a newly integrated Louisiana parish school, white parents

withdraw their children; and ten-year-old Lullah finds herself the *only* pupil as other blacks are intimidated into leaving. Her experiences turn from lonely to terrifying as her persistence leads to her being shot by a violent segregationist. The shock awakens the community; and as Lullah's wound heals, the school reopens on a truly integrated basis.

25. ———. *Luvvy and the Girls.* Il. by Thomas di Grazia. New York: Harper, 1971, Ages 9-12. Though set in 1915, this story of a first year away from home is timeless. When Luvvy at last realizes her dream of attending Visitation Academy in Frederick, Maryland, her initial homesickness is eased by weekly trips to the confectionary. Boarding school almost stops entirely for Luvvy when she plays a dangerous prank, but the year ends in triumph as she is chosen to recite on Commencement Day.

26. ———. *School Bell in the Valley.* Il. by Gilbert Riswold. New York: Harcourt, 1963. Ages 9-11. Ten-year-old Belle has looked forward with pleasure to going from her Maryland mountain home to a new school, but despairs when she meets scorn because she cannot read. Poverty in a 1900 railroad community was not unlike today's Appalachia, and Belle's sturdy spirit strengthens the relevance.

27. CHAFFIN, LILLIE D. *John Henry McCoy.* Il. by Emanuel Schongut. New York: Macmillan, 1971. Ages 9-11. A boy and his grandmother conspire to establish a permanent home for their frequently uprooted family on an Appalachian farm.

28. GATES, DORIS. *Blue Willow.* New York: Viking, 1940. Ages 10-12. Traveling with her family from place to place picking cotton, Janey Larkin longs for the security of a home and friends.

29. KAY, MARA. *Masha.* New York: Lothrop, 1968. Ages 9-12. A graphic account of Masha's experiences from the time she entered Smolni, the Institute for Noble Girls, as an impoverished nine-year old, to the time of her graduation. Masha, her friends, the school and Russia under the Tsars are well realized.

30. LAST, JEF, AND UDAYANA P. TISNA. *The Bamboo School in Bali.* Il. by Albert Orbaan. New York: John Day, 1969. Translated from the Dutch by Marietta Moskin. Ages 10-12. An Indonesian mountain village's first school is the setting for this unusual story. Children from the country's differing culture groups come together in an experience new for all of them, described against a rich, strongly evoked background.

31. LITTLE, JEAN. *Mine for Keeps.* Il. by Lewis Parker. Boston: Little, Brown, 1962. Ages 10-12. Shy, timorous Sally, a cerebral palsy victim who has been in a special school for five years, adjusts to life with her family and the problems of attending a regular public school. This is no case study, but rather a moving picture of a believable child in a difficult situation.

32. LOWE, PATRICIA TRACY. *The Different Ones.* Indianapolis: Bobbs-Merrill, 1964. Ages 10-12. When Mark's parents are killed in a plane crash, he goes to live with the Wilsons, whose son Chris has a damaged heart and severely limited activities.

33. MORES, EVANGELINE. *Brown Rabbit: Her Story.* Il. by David Stone Martin. Chicago: Follett, 1967. Ages 10-12. Some of the difficulties and disappointments of black Southerners moving North are woven into

the experiences of Ceretha (nicknamed "Brown Rabbit") who hopes her family will have a detached house. They must settle for a dingy apartment over a tailor shop, and even making friends seems tied to "status." Warm family relationships characterize an otherwise mundane story.

34. SHOTWELL, LOUISA R. *Roosevelt Grady*. Il. by Peter Burchard. Cleveland: World, 1963. Ages 10-12. Because Roosevelt's parents are migrant farm laborers, his school history has been sporadic. His family all have compelling reasons for finding a permanent home, but Roosevelt wants especially and desperately to expand his command of arithmetic: he has studied "putting into" in several schools, and wants to stay somewhere long enough to learn "taking away."

35. SNYDER, ZILPHA K. *The Egypt Game*. Il. by Alton Raible. New York: Atheneum, 1967. Ages 10 up. An original, fast-paced treatment of imaginative children and their play; the story, including Melanie's effort to make belligerent, individualistic April conform to a certain normalcy before going to a new school, offers fun and suspense for its readers.

36. UCHIDA, YOSHIKO. *The Promised Year*. New York: Harcourt, 1959. Ages 9-11. Visiting relatives in San Francisco, ten-year-old Keiko from Japan does not always find it easy to adjust to new situations and strange customs.

Junior High

37. BRAGDON, ELSPETH. *There Is a Tide*. Il. by Lilian Obligado. New York: Viking, 1964. Ages 12-14. Dismissed from still another school, 15-year-old Nat has a chance to reassess himself and his relationship with his father during their stay on a Maine island. The probing story reveals less about a change of schools than it does about change in a child, and therefore may reach parents and teachers more readily than their children.

38. COLES, ROBERT. *Dead End Street*. Il. by Norman Rockwell. Boston: Little, Brown, 1968. Ages 10-12. Powerful verbal exchanges mark the discussions of two ghetto boys caught up in a bitterly complex situation. Jimmy, hoping to improve his chances at an education, opts for busing from his rundown slum building to a new white school when its registration is "opened." Larry, however, refuses to be bused "to go and sit beside those white folks."

39. COLMAN, HILA. *Classmates by Request*. New York: Morrow, 1964. Ages 12-14. It takes quite a community fight to put the new high school on an integrated basis. When it does open, the blacks and whites who have been transferred there face the stark realization that more is involved than mere physical attendance.

40. FRANCHERE, RUTH. *Willa*. Il. by Leonard Weisgard. New York: T. Y. Crowell, 1958. Ages 11-14. Young Willa's independent spirit and inquiring mind do not conform to the usual pattern for girls in the school and town in Nebraska to which the Cathers move from Virginia.

41. GRAHAM, LORENZ. *North Town*. New York: T. Y. Crowell, 1965. Ages 12-14. In this sequel to *South Town*, the Williams family has moved north to escape the indignities and humiliations that have plagued their lives. For David, all the usual adjustments in a new school are complicated because he is black, and are intensified by related crises at home.

42. HARKINS, PHILIP. *No Head for Soccer.* New York: Morrow, 1964. Ages 12-14. Having to spend a year in boarding school in Switzerland is one problem, having to leave American high school football behind is another, and the game Tony's new schoolmates call "soccer" is something else again!

43. HODGES, MARGARET. *The Making of Joshua Cobb.* Il. by W. T. Mars. New York: Farrar, Strauss & Giroux, 1971. Ages 11-13. Described here in an entertaining story are Joshua's experiences during his first year (Fifth Form or 8th grade) at boarding school, as he slowly—and painfully—comes to grips with problems of being true to himself. Convincing characters and plausible situations add to the pleasure of this disarming, unpretentious tale, whose hero first appeared in *The Hatching of Joshua Cobb* (1967).

44. JACKSON, JESSE. *Tessie.* Il. by Harold James. New York: Harper, 1968. Ages 11-13. Tessie's mother opposes her accepting a scholarship to a private school largely white, and so do her Harlem friends; the resultant struggle is tough, but Tessie makes it.

45. KRUMGOLD, JOSEPH. *Henry 3.* Il. by Alvin Smith. New York: Atheneum, 1967. Ages 11-13. Because of his high IQ, Henry has been an outcast in school in every town to which his family moved; in a New York suburb, he is newly determined to be part of a group. However, his critical nonconformity and aggressive questioning of the sham world of his parents bring on a major conflict.

46. MADISON, WINIFRED. *Maria Luisa.* Philadelphia: Lippincott, 1971. Ages 11-14. There is little comparison between the large junior high school in San Francisco and Maria Luisa's former small school in San Luis, Arizona. Besides, she finds it difficult to think and speak only in English. As a result, her class work suffers. An after-school class in English as a second language helps her bridge the linguistic gap and face some cultural problems with developing maturity.

47. MOLLAY, ANNE. *The Girl from Two Miles High.* Il. by Polly Jackson. New York: Hastings, 1967. Ages 12-14. Phoebe's father's death forces her move from their isolated Peruvian mining camp home to a small Maine town. Life with her initially unbending grandmother is difficult, and the fact that she'd had only her father's tutoring makes it seem important to postpone her attending school until she establishes rewarding relationships with her grandmother and with new friends of her own.

48. ROBINSON, VERONICA. *David in Silence.* Il. by Victor Ambrus. Philadelphia: Lippincott, 1966. Ages 11-13. Transferring from a boarding school for the deaf to a special day school in England, David attempts to join the village ball games. Misunderstandings and torments follow until his survival of a perilous prank forces the boys to recognize his unusual bravery and stamina.

49. RODMAN, BELLA. *Lions in the Way.* Jacket painting by David Stone. Chicago: Follett, 1966. Ages 12-14. The Board of Education of a Southern town, forced to comply with the Supreme Court school desegregation ruling after four years, agrees to admit eight exceptional Negro students to the previously all-white high school. The first week of the school term brings outside agitators who almost weaken the determination of Robby Jones to be the small town's first Negro physician.

50. SHOTWELL, LOUISA R. *Adam Bookout.* Il. by W. T. Mars. New York: Viking, 1967. Ages 11-13. Eleven-year-old Adam, recently orphaned, is restive in the midwestern household of his elderly aunts, and makes it on his own to some dimly remembered cousins in Brooklyn. New school experiences, new friends and new problems bring the realization that maturity is "being able to take it."

51. STERLING, DOROTHY. *Mary Jane.* Il. by E. Critchlow. Garden City, N.Y.: Doubleday, 1959. Ages 12-14. A young Negro girl enrolls in a newly integrated junior high school where she is lonely and has problems to solve in winning friendship and understanding.

52. VINSON, KATHRYN. *Run with the Ring.* New York: Harcourt, 1965. Ages 11-14. After an accident destroys his sight, Mark goes to a co-educational school for the blind, where he learns braille, continues his ham radio activities, and tries to develop his former track prowess by running with a ring. Perceptive and convincing fiction.

Selected ACEI Publications

Aides to Teachers and Children. Identifies aides and their activities. 1968. 64 pp. $1.50.

Bibliography of Books for Children. Annotated; prices, age levels. 1971 rev. 130 pp. $2.25.

Children and Drugs. Factors that have caused drug abuse to surface in younger children. Guildelines for the teacher who suspects a child is using drugs. Ways of working with children and their parents that could eradicate the need for drug-taking. 1972. 64 pp. $2.50.

Children and Today's World. Articles on values by authorities in 7 disciplines. 1967. 68 pp. $1.25.

Children of Resurrection City. Hope for poverty's children as seen by a child psychiatrist and a Head Start teacher. 1970. 48 pp. $1.50.

Children's Views of Themselves. Self-estimates in behavior, self-concepts. 1959. 36 pp. 75¢.

Child's Right to the Expressive Arts. Encourages an environment allowing creativity to flourish. ACEI Position Paper. 1969. 12 pp. 15¢ ea., 25 copies $3.

Child's Right to Quality Day Care. Outlines standards for day care planners to consider. ACEI Position Paper. 1970. 8 pp. 20¢ ea., 25 copies $4.

Feelings and Learning. Five educators discuss how feelings are interwoven into many areas of children's development. 1965. 118 photos. Hardcover book. 96 pp. $5.95.

Good and Inexpensive Books for Children. Classified list of inexpensive, approved books. 1972 rev. 64 pp. $2.

Guide to Children's Magazines, Newspapers, Reference Books. Annotated list. 1972 rev. 8 pp. 35¢ ea., 10 copies $3.

Lap To Sit On and Much More, A. Helps for day care workers. Twenty authors. All reprints from *Childhood Education*. 1971. 96 pp. $2.

Learning Centers: Children on Their Own. Techniques of individualized teaching and learning. 1970. 84 pp. $2.

Learning To Live as Neighbors. Reprint articles from *Childhood Education*. Guidance to teachers and others educating for understanding. 1972. 96 pp. $2.75.

Literature with Children. Tips on selection, reading, storytelling. 1972 rev. 64 pp. $2.50.

Migrant Children: Their Education. Talks of migrant children's needs; looks at inservice teacher training. 1971. 64 pp. $2.

Nutrition and Intellectual Growth in Children. Educators and nutritionists give evidence of grave interrelationship. 1969. 64 pp. $1.25.

Parents - Children - Teachers: Communication. Discusses key to building understanding, trust and mutual helpfulness. 1969. 75 pp. $1.75.

Physical Education for Children's Healthful Living. New concepts supporting physical education as an area for learning. 1968. 80 pp. $1.50.

Playgrounds for City Children. Transformation of playgrounds into environments for living and learning. 1969. 56 pp. $1.50.

These publications may be ordered directly from

Association for Childhood Education International
3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

A complete publications list with membership information will be sent upon request. (Orders amounting to less than $5 cannot be billed. Include check or money order payable to ACEI; stamps not accepted.)

Childhood
Education